Greenfields Community Primary School

LONG TERM PLAN/CURRICULUM MAP (Average hours per year are based on 36 weeks per year).

Year 3 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	261	▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Discuss what they are learning and develop their wider skills in spoken language ▪ Ensure decoding skills are increasingly secure ▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently ▪ Develop understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently ▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects ▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology. ▪ Increase children's competence and enhance the effectiveness of what they write ▪ Ensure children build on what they have learnt, particularly in terms of the range of their writing and more varied grammar ▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say ▪ Become more confident in using language in a greater variety of situations, for a variety of audiences and purposes, inc. through drama, presentations and debate ▪ Learn to justify views about what they have read: with support					
MATHS	180	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics
SCIENCE	75	Animals, including humans	Rocks	Forest School	Forces & Magnets	Light	Plants
		Working Scientifically					
COMPUTING	27	NT Unit: Programming Scratch Maze Games ~ algorithms, repetition, conditions and basics of variables, including an introduction to Scratch's block-based coding language. Build adventure maze games and design own levels, characters and objects to collect	NT Unit: Animation with Scratch ~ combining programming with animation; controlling the movements and actions of sprites and backgrounds with algorithms written in Scratch's programming language	NT Unit: Inside the Internet ~ investigating how the web works, how it's built and how it's written with HTML code	NT Unit: Communication & Collaboration ~ exploring communicating and collaborative work using Google apps	NT Unit: Collecting, Testing & Presenting Data ~ collecting, testing and presenting data using a range of programs	NT Unit: Real life Algorithms ~ exploring how a number of machine systems in the real world work, e.g. a pedestrian crossing or a car park barrier. Create flow diagrams illustrating algorithms for systems, convert into code and consider algorithms for completing basic tasks
RE	45	Beliefs & Teachings of Hinduism	Christmas ~ Visiting & Visitors	Christian beliefs about creation and caring for the world	Easter ~ order of events & significance for Christians	Christian Discipleship ~The first Christians	Saints from our locality e.g. St Cuthbert Christian

ENQUIRY QUESTION	135	WHY IS THE RIVER TYNE SO IMPORTANT TO NEWCASTLE?	WHY WERE THE ROMANS SO POWERFUL?	WHY IS LONDON THE CAPITAL CITY OF ENGLAND?	WHY WAS STEPHENSON'S ROCKET SO SPECIAL?	WHAT DID PEOPLE DO BEFORE COMPUTERS?	WHAT'S THE PERFECT PICNIC?
		River Study & City Locations	**The Roman Empire & its impact on Britain**	**UK City Study**	**The First Railways**	**20th century Leisure & Entertainment**	**Product design & Food technology**
HISTORY	*27*		• Julius Caesar's attempt to invade in 55-54 BC • Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius (Hadrian's Wall) • British resistance, e.g, Boudica • 'Romanisation' of Britain: local sites and the impact of technology, culture and beliefs, including early Christianity		A significant turning point in British history - the first railways	A study of changes in an aspect of social history that extends pupils' chronological knowledge beyond 1066	
GEOGRAPHY	*27*	Name/locate UK counties and cities, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some have changed over time	Use 8 compass points, grid references, symbols and key to gain knowledge of the UK and wider world – **link to Roman Empire**	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK,			
DESIGN & TECHNOLOGY	*27*						• use research, develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, for individuals/groups • generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design • investigate & analyse various existing products • evaluate their ideas and products against own design criteria and consider views of others to improve their work

<table>
<tr><td></td><td></td><td colspan="6">▪ select from/use a wide range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities
▪ understand how key events and individuals in design and technology have helped shape the world
▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]
▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]
▪ apply their understanding of computing to program, monitor and control their products.
▪ understand and apply the principles of a healthy and varied diet
▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</td></tr>
<tr><td>ART & DESIGN</td><td>27</td><td colspan="6">▪ create sketch books to record their observations and use them to review and revisit ideas
▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</td></tr>
<tr><td rowspan="2">MUSIC</td><td rowspan="2">27</td><td>North Tyneside scheme:
Three Little Birds
(Reggae unit)</td><td>North Tyneside scheme:
5 Gold rings</td><td>North Tyneside scheme:
Glock 2</td><td>North Tyneside scheme:
Let your spirit fly.
(Rhythm & Blues Unit)</td><td>North Tyneside scheme:
Blues unit</td><td>North Tyneside scheme:
Recap and Rewind</td></tr>
<tr><td colspan="6">▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
▪ improvise and compose music for a range of purposes using the inter-related dimensions of music
▪ listen with attention to detail and recall sounds with increasing aural memory
▪ use and understand staff and other musical notations
▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</td></tr>
<tr><td rowspan="2">PSHE</td><td rowspan="2">27</td><td>New beginnings
****
Keeping Safe</td><td>Getting on
& Falling out
****
Anti-bullying</td><td>Going for Goals
****
Learning Styles
(SMARTs)</td><td>Good to be me
****
Healthy Eating &
Drugs Education</td><td>Relationships
****
SRE</td><td>Changes
****
Emotional Health
& Wellbeing</td></tr>
<tr><td colspan="6">▪ take responsibility
▪ feel positive about themselves
▪ participate
▪ make real choices and decisions
▪ meet and talk with people
▪ develop relationships through work and play
▪ consider social and moral dilemmas that they come across in life
▪ find information and advice
▪ prepare for change</td></tr>
<tr><td rowspan="4">PE</td><td rowspan="4">72</td><td>Gymnastics
~ Rolling</td><td>Dance
~ Musical Statues</td><td>Gymnastics
~ Symmetry
& Asymmetry</td><td>Dance
~ Mechanical Processes</td><td>Athletics</td><td>Athletics
~ throwing, jumping, running</td></tr>
<tr><td>Net Games
- Basketball</td><td>Invasion Games
- Hockey</td><td>Invasion Games
- Football</td><td>Net Games
- Tennis</td><td>Striking & Fielding -
Rounders</td><td>Striking & Fielding -
Cricket</td></tr>
<tr><td colspan="6">Swimming</td></tr>
<tr><td colspan="6">▪ use running, jumping, throwing and catching in isolation and in combination
▪ play competitive games [e.g, basketball, cricket, football, hockey, rounders and tennis], and apply basic principles suitable for attacking and defending
▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
▪ perform dances using a range of movement patterns
▪ take part in outdoor and adventurous activity challenges both individually and within a team
▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td></tr>
<tr><td rowspan="2">FRENCH</td><td rowspan="2">27</td><td colspan="2">North Tyneside scheme
Unit 5</td><td colspan="2">North Tyneside scheme
Unit 5 & Unit 6</td><td>North Tyneside scheme
Unit 6</td></tr>
<tr><td colspan="6">▪ listen attentively to spoken language and show understanding by joining in and responding
▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
▪ speak in sentences, using familiar vocabulary, phrases and basic language structures
▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</td></tr>
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		▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English